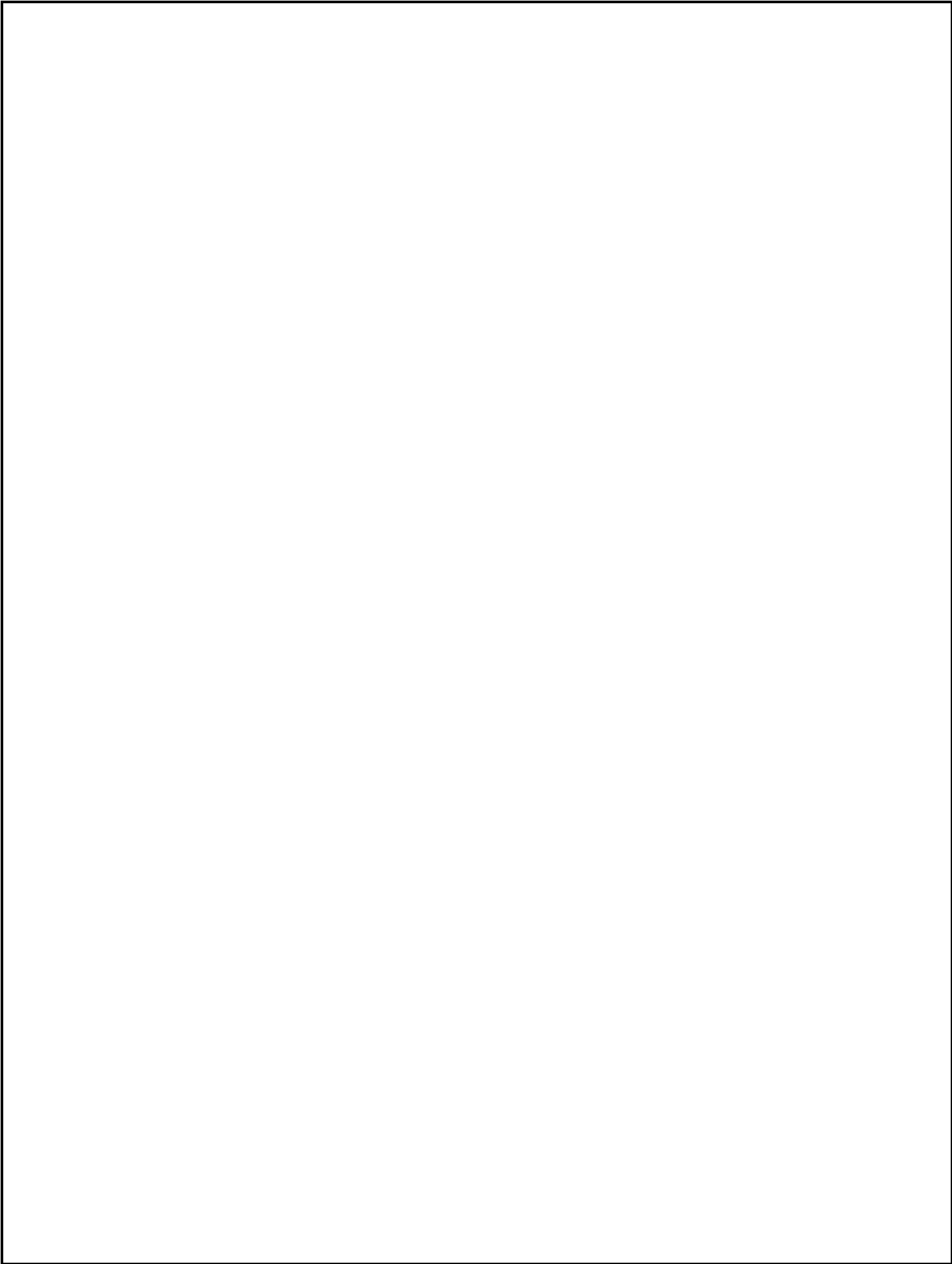


2019-2020 Single Plan for Student Achievement For Lexington Elementary School

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council



Part II: The Single Plan for Student Achievement Template

School: Lexington Elementary School

District: Los Gatos Union School District

County-District School (CDS) Code: 4369526

Principal: Lauren Honda

Date of this revision: May 28, 2019

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal

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The District Governing Board approved this revision of the SPSA on:



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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL #1: Utilize best practices to maximize proficiency in English Language Arts for all students with a focus on upward mobility.

SCHOOL GOAL: By June 2020, all students will show gains in literacy assessments ensuring upward mobility for all students.

LCAP PRIORITY AREAS: Basic Services, Implementation of the State Standards, Pupil Achievement, Course Access

LGUSD Strategic Focus #1-LEARNING: Engage, Educate & Support the Whole Child

LGUSD Strategic Goal 1.1: Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of DRA2 Assessment Data Grades K-5 (Spring 2019)	Kindergarten: 91% of students are at grade level DRA2 benchmark Grade 1: 47% of students are at grade level DRA2 benchmark 38% near benchmark (Comprehension) Grade 2: 87% of students are at grade level DRA2 benchmark Grade 3: 87% of students are at grade level DRA2 benchmark Grade 4: 84% of students are at grade level DRA2 benchmark Grade 5: 89% of students are at grade level DRA2 benchmark	Monitor local assessment data.
2018-2019 CAASPP Data Grades 3-5	CAASPP data indicates that _____ students in grades 3-5 are at or above grade level standards.	Spring 2019 CAASPP data will be analyzed in August/September 2019.

Local Grade Level Writing Samples	Grade level writing samples are inconsistent across grade levels and elementary sites.	Calibrate and refine common grade level writing assessments across elementary sites.
Benchmark On Demand Assessments	CCSS writing genres need to be aligned with newly adopted ELA curriculum, the Programme of Inquiry and the Year Long Context.	

STRATEGY: Provide a balanced ELA curriculum, considering the needs of all students, and establish assessments aligned to the Common Core Standards and PYP Units of Inquiry.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze spring 2019 CAASPP data and fall local assessment data to develop grade level plans. (Fall 2019)	Teachers Principal/PYP Coordinator	In cross grade level teams, identify K-5 assessments to analyze on a "Kid by Kid" data wall. Examine student data and develop grade level plans based on students' needs and strengths. (September, January, May)	District Funds
Continue to integrate new ELA curriculum (2019-2020)	Teachers Site-Based Leadership Team CIA Task Force Members	Provide release days for professional development to further integrate newly adopted National Geographic English Language Arts curriculum into PYP planners. (2019-2020)	Site Funds
By June 2019, administer three grade level ELA benchmark assessments.	Teachers Principal/PYP Coordinator	Continue to refine district ELA benchmark assessments in grade level teams. (2019-2020)	HSC Grants
Align District ELA benchmark assessments, Grade Level Curricular Maps, and IB PYP Units of Inquiry with district ELA curriculum.	Teachers Literacy Specialist	Continue to refine Year local curricular maps, PYP planners and Programme of Inquiry (POI) to ensure articulation with ELA curriculum. (Ongoing)	
Provide differentiated instruction to include Capacities of Literate Individuals in alignment with Common Core Standards and PYP Planners. (Ongoing)	Teachers Literacy Specialist Principal/PYP Coordinator	Integrate the use of technology to enhance instruction, differentiation and assessment (applications to be used for core instruction as well as intervention and extension support). (Ongoing)	

<p>Continue to align assessments with District standards-based report cards. (Ongoing)</p> <p>Students not meeting benchmarks will participate in a research based literacy intervention program. (2019-2020)</p> <p>Ongoing Professional Development.</p> <p>Review and implement district-based writing assessment calendar.</p>	<p>Teachers Principal/PYP Coordinator CIA Task Force Members Literacy Specialist</p> <p>Literacy Specialist</p> <p>Teachers Principal/PYP Coordinator</p>	<p>Continue to identify, create and refine common assessments aligned to standards-based report cards. (2019-2020)</p> <p>Follow District guidelines for K-5 DRA2 assessments. Complete grade level analysis of results and develop action plans for students performing below benchmarks. (Ongoing)</p> <p>Secure release days to complete assessments and analysis.</p> <p>Provide licensing for Lexia, RAZ Kids, and other electronic support systems/materials</p> <p>Participate in ELA professional development in grade level teams with District Curriculum Leadership and District Consultants (Ongoing).</p> <p>Participate in ongoing site-based collaboration and professional development (Ongoing).</p> <p>Provide Orton-Gillingham professional development for Literacy Specialist. (2019-2020)</p> <p>Implement district assessment calendar to monitor writing progress. Vertically align expectations and come to agreement on mastery at each grade level (2019-2020).</p>	<p>District Funds</p> <p>Site Funds</p> <p>HSC Grants</p>
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LEA GOAL #2: Utilize best practices to maximize proficiency in Science for all students with a focus on upward mobility.

School Goal: By June 2020, all fifth students will demonstrate upward mobility in student achievement as measured by local and state assessments.

LCAP PRIORITY AREAS: Basic Services, Implementation of State Standards, Pupil Achievement, Course Access

LGUSD Strategic Focus #1-LEARNING: Engage, Educate & Support the Whole Child

LGUSD Strategic Goal 1.1: Provide a balanced educational program focused on academic excellence, love of learning and resiliency

LGUSD Strategic Goal 1.2: Integrate digital literacy and enhance STEAM approaches to student learning

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local formative and summative assessment data from PYP units of inquiry, Mystery Science, and Foss resources. If available, 2019 CAST data will be analyzed in September 2019.	Grade level science assessments and NGSS implementation are inconsistent across grade levels and elementary sites. There is a need for NGSS curriculum. Science assessments need to be developed aligned to NGSS. Integration of NGSS into units of inquiry and central ideas requires continuous refinement.	Monitor development of science assessments and their alignment to NGSS.

STRATEGY: Continue to refine Next Generation Science Standards' integration into PYP Programme of Inquiry

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide site-based professional development in Next Generation Science Standards. (2019-2020)	Teachers Principal/PYP Coordinator SCCOE Personnel	Continue to refine the integration of Next Generation Science Standards into IB PYP Units of Inquiry. (Ongoing)	District Funds
Provide differentiated instruction to meet the needs of all students. (Ongoing)	Teachers Principal/PYP Coordinator SCCOE Personnel	Collaborate with SCCOE Science Specialist on NGSS. (Ongoing)	Site Funds
		Integrate the use of technology to enhance instruction. Continue to implement <i>Mystery Science</i> , an online curriculum resource, for Grades K-5. (Ongoing)	HSC Grants
		Continue to provide on site professional development	

<p>Increase capacity for inquiry-based instruction. (Ongoing)</p> <p>Identify grade levels to pilot NGSS Curriculum.</p> <p>Integrate the UCSC Life Lab curriculum and the Lexington Life Lab into the PYP units of inquiry.</p> <p>Identify assemblies or study trips aligned with NGSS.</p>	<p>CIA Task Force Principal Teachers</p> <p>LexEcology Members Teachers Lexington Green Team PYP Coordinator Principal</p>	<p>on inquiry-based instruction. (Ongoing)</p> <p>Participate in NGSS professional development in grade level teams with District Curriculum Leadership and District Consultants (Ongoing).</p> <p>Pilot identified curricula with CIA Task Force. (2019-2020)</p> <p>Provide release time for teacher collaboration on science-focused planners. (Ongoing)</p> <p>Host the Lexington Science Fair. (March 2020)</p> <p>Host Lexington Science Night. (January 2020)</p>	
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LEA GOAL #3: Utilize best practices to maximize proficiency in Mathematics for all students with a focus on upward mobility.

School Goal: By June 2020, all students will demonstrate upward mobility in student achievement as measured by local and state assessments.

LCAP PRIORITY AREAS: Basic Services, Implementation of State Standards, Pupil Achievement, Course Access

LGUSD Strategic Focus #1-LEARNING: Engage, Educate & Support the Whole Child

LGUSD Strategic Goal 1.1: Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local Assessment Data Grades K-3	Data reveal that school-wide achievement in mathematics is inconsistent.	Analyze and refine local and district benchmark assessments.
District Math Benchmarks	Students in all grades, but primarily in grades four and five require targeted intervention strategies.	
2018-2019 CAASPP Data Grades 3-5	CAASPP data reveal that _____ students in grades 3-5 are at or above grade level standards.	Analysis of CAASPP and local assessment data. (August/September 2019, Ongoing)

STRATEGY: Provide a balanced math program aligned to Common Core State Standards, which includes all eight Standards for Mathematical Practice.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze spring 2019 CAASPP data and fall local assessment data to develop grade level plans. (September 2019)	Teachers Principal/PYP Coordinator	In cross grade level teams, identify K-5 assessments to analyze on a "Kid by Kid" data wall. Examine student data and develop grade level plans based on students' needs and strengths. (September, January, May)	District Funds Site Funds
Provide math intervention for students not meeting benchmarks (2019-2020).	Math Specialist Teachers	Complete grade level analysis of results and develop plans for students performing below benchmarks. (Fall 2019)	

<p>Provide teacher professional development.</p> <p>Continue to refine District grade level mathematics benchmark assessments. (2019-2020)</p> <p>Continue to align assessments with Year Long Curricular Maps and District standards-based report cards.</p> <p>Provide differentiated instruction to meet the needs of all students. (Ongoing)</p> <p>Increase capacity for Inquiry-Based Instruction. (Ongoing)</p>	<p>Outside Consultant Teachers Principal PYP Coordinator</p> <p>Grade Level Teams Teacher Principal/PYP Coordinator</p> <p>Principal/PYP Coordinator Site-Based Leadership Team</p>	<p>Collaborate in onsite mathematics professional development.</p> <p>Arrange for teacher observations of colleagues.</p> <p>Secure release days to complete assessments and analysis.</p> <p>Collaborate at grade levels and district level to refine benchmark assessments and share student data each trimester. (2019-2020)</p> <p>Continue to refine grade level assessments to align with Year Long Curricular Maps, PYP Planners and Programme of Inquiry (POI). (Ongoing)</p> <p>Integrate the use of technology to enhance instruction, differentiation and assessment (applications to be used for core instruction as well as intervention and support). Provide licensing for IXL, and other electronic support systems/materials. (Ongoing)</p> <p>Provide site-based professional development in inquiry-based instruction. (Ongoing)</p> <p>Continue to refine the integration of mathematics into the IB PYP units of inquiry. (Ongoing)</p>	<p>HSC Grants Site Funds</p>
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LEA GOAL #4: Utilize best practices to maximize proficiency for all limited English-Proficient students with a focus on upward mobility in the areas of English Language Arts and mathematics.

SCHOOL GOAL: All EL students will increase proficiency levels as measured by local and state assessments.

LCAP PRIORITY AREAS: Basic Services, Implementation of State Standards, Pupil Achievement, Course Access

LGUSD Strategic Focus #1-LEARNING: Engage, Educate & Support the Whole Child

LGUSD Strategic Goal 1.1: Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of 2018-2019 ELPAC and classroom data of EL identified students. Reclassification rates.	Currently there are two students receiving English Language support at Lexington. One student was identified as IFEP.	The staff will monitor annual English Language Proficiency Assessment for California (ELPAC) data and grade level assessments to ensure students are making annual progress.

STRATEGY: Provide a quality ELD program to all EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide English Language Development activities. (Ongoing) Provide differentiated instruction to meet the needs of all students. (Ongoing)	Teachers ELL Specialist	Classroom Teachers will provide Daily ELD instruction. Provide Academic Vocabulary Lessons. (Ongoing) Integrate the use of technology to enhance instruction. (Ongoing) Purchase additional technology software or apps as they are identified. (Ongoing) Provide additional supplementary materials to support ELD as needed.	District Funds Site Funds HSC Grants
Provide literacy intervention support.	Teachers Literacy Support Specialist	Provide intervention in Literacy skills including Lexia access. Provide additional hours for Literacy Specialist when possible.	District Funds Site Funds HSC Grants

LEA GOAL #5: Utilize best practices to create developmentally responsive environments that are safe and conducive to learning

SCHOOL GOAL: By June 2020 the school environment will reflect a culture that supports a safe and constructive learning environment for all students.

LCAP Priority Areas: Basic Services, Parent Involvement, Pupil Engagement, School Climate

LGUSD Strategic Focus #1-LEARNING: Engage, Educate & Support the Whole Child

LGUSD Strategic Goal 1.1: Provide a balanced educational program focused on academic excellence, love of learning and resiliency

LGUSD Strategic Goal 1.3 Strengthen parent and community partnerships encompassing safety and wellness

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of student behavioral data and student suspension data.	One student was suspended twice during the 2018-2019 school year.	Suspension and behavioral data will be monitored.
Staff and parent volunteer feedback from Project Cornerstone (PCS) Lessons.	Teachers report that PCS readers are collaborating to integrate the developmental assets and vocabulary with the IB learner profile and attitudes.	Learner profile student self-assessments.
2018-2019 Local Caring School Climate Survey	Students report that they like and are proud of their school, feel accepted, and would step up to help others. Students report that their teachers care for them and there are caring adults to help them on campus.	2019-2020 Local survey focusing on caring, school climate and school and learning engagement.
Parent feedback, observations	Parents, students and staff crossing through on-coming traffic at these particular times (without a designated crosswalk) often creates concern.	Observational data
Observational data of parking lot safety during drop off and dismissal times.		

STRATEGY: Deepen the understanding of students,' teachers,' and parents' knowledge of the IB PYP framework and the IB learner profile to both increase a sense of community and engagement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to refine and implement the "Lex Way," an all school positive behavior plan.	Principal/IB Coordinator "Behavior Committee" Teachers/Staff/Students	All school Student Assembly to introduce the "Lex Way." (August 2019)	District Funds Site Funds HSC Grants
Increase student connections between Project Cornerstone developmental assets and IB learner profile attributes. (Ongoing)	Project Cornerstone Readers Teachers/Staff Principal/PYP Coordinator	Continue implementing the Project Cornerstone ABC Reader program. (Ongoing) Highlight the character traits from the Project Cornerstone ABC Lessons that coordinate with the IB learner profile and the individual PYP Units of Inquiry. (Ongoing) Integrate <i>Second Step</i> curriculum into the "Lex Way." (Ongoing).	Site Funds HSC Grants
Provide educational opportunities for parents and students new to Lexington to learn about the IB learner profile and PCS developmental assets. (Ongoing)	Principal/PYP Coordinator Project Cornerstone Readers	Provide parent workshops and new student induction workshops throughout the school year. (2019-2020) Increase Project Cornerstone Library Collection. (2019-2020)	Site Funds HSC
Recognize students who demonstrate the attributes of the IB learner profile. (Ongoing)	Teachers Staff Principal/IB Coordinator	Continue to award Global Citizen Tickets to students who exemplify the attributes of the IB learner profile, and display the behavior of an up-stander. (Ongoing) Continue to host monthly Global Citizen Pizza Lunches with the Principal. (Ongoing) Each month at the all school flag salute, teachers will recognize students who exemplify an attribute of the learner profile. Post student pictures on office bulletin board.	

Continue to integrate <i>Second Step</i> Curriculum into PYP Units of Inquiry (Ongoing).	Teachers Principal/PYP Coordinator Parent Volunteers Students Principal/PYP Coordinator	Provide opportunities for grade level teams to collaborate on selecting <i>Second Step</i> lessons to address the on-going individual social and emotional needs of the classroom communities. (Ongoing)	District Funds Site Funds
Increase parent and student involvement in Lunch programs. (2019-2020)	Parent Volunteers Students Principal/PYP Coordinator Teachers	Provide games and activities during lunch. (Ongoing)	Site Funds HSC Grants
Continue to support Lexington Green Team (Ongoing)	Principal Staff Parent Volunteers Students	Continue to support bi-monthly meetings of the Lexington Green Team and the LexEcology scope of projects (Trash sorting, trash free Tuesdays, composting, outdoor learning spaces, etc.). (Ongoing)	Site Funds HSC Grants
Increase Community Connections. (Ongoing)	Principal Staff Parent Volunteers Students	Host Kindergarten Orientation. (May 2019) Facilitate Summer Play Dates for incoming Kindergarteners. (July, August 2019) Create Welcome Packets for new families. (August 2019) Continue to host the Welcome Back Ice Cream Social. (August 2019) Welcome new Lexington families and facilitate contacts for them with returning families. (August 2019) Host an all school 'Who We Are' Multicultural Festival. (September 2019)	Site Funds HSC Grants
Host Principal Chats for Parents	Principal	Host Four Principal Chats	

STRATEGY: Create a safe environment for all students, parents and staff.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to work with Safe Routes to School to Build Safety Awareness. (Ongoing)	Safe Routes to School Personnel Principal	Continue to support helmet safety awareness program in fourth grade. (Fall 2019) Continue to support pedestrian safety program for second grade. (Fall 2019) Host a bike rodeo. (Fall 2019) Continue to promote carpooling. (Ongoing). Update School Site Safety Plan in collaboration with School Site Council and Staff. (By February 2020)	District Funds Site Funds HSC Funds
Update Site Emergency Plan	Teachers/Staff Principal Site Safety Team/School Site Council	In collaboration with School Site Council and school staff, update the Emergency Operations Plan. (August/September 2019) Identify a School Site Safety Team and Incident Command Structure. (August/September 2019) Provide updated evacuation maps and emergency backpacks and first aid kits for each room. (August 2019)	District Funds Site Funds
Provide Comprehensive School Site Safety Plan	Principal Teachers/Staff Site Safety Team/School Site Council	Host Life and Fire Safety Assembly. (October 2019) Conduct monthly fire and earthquake safety drills. (Ongoing) Participate in a district-wide emergency preparedness drill. (TBD)	HSC Funds Site Funds

Participate on District Safety Committee	Principal Teachers	Collaborate with district-wide personnel to identify and implement safety practices. (Ongoing)	
Establish and expand relationship with the Sheriff's Department School Resource Officer.	Sheriff's Resource Officer Teachers Principal	Provide staff safety professional development with Sheriff's School Resource Officer. (September 2019)	HSC Funds Site Funds
Provide Parent Safety Education	Outside Consultant	Provide Safety Education for Parents (TBD)	

LEA GOAL #6: Continue to build capacity for site based instructional teams focused on distributed leadership and collaborating in a professional learning community

SCHOOL GOAL: For the 2019-2020 school year, site based leadership and grade level teams will collaborate with the district's curriculum and instruction task force to meet both site and district goals.

LCAP Priority Areas: Implementation of State Standards, Pupil Achievement, School Climate, Course Access, Other Student Outcomes

LGUSD Strategic Focus #2-TEACHING: Create a Culture of Collaboration and Continuous Improvement

LGUSD Strategic Goal 2.1: Engage in high-quality professional development and training for all

LGUSD Strategic Goal 2.3 Promote organizational learning innovation built on promising practices

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CIA Task Force Scope of Work 2018-2019	<p>There is a need to continue to develop/refine common formative/summative assessments and calendars at all grade levels to support student achievement.</p> <p>There is a need to continue the process for refining standards-based report cards across all grade levels.</p> <p>There is a need to prepare for the implementation of the Next Generation Science Standards.</p>	<p>Monitor student achievement.</p> <p>Monitor process and stakeholder feedback. Meeting Agenda.</p> <p>Monitor process and stakeholder feedback.</p> <p>Monitor implementation and integration into Programme of Inquiry.</p>
2018-2019 Collaboration Agenda	Teacher Leaders have facilitated collaboration workshops in personal areas of expertise.	2019-2020 Collaboration Agenda

STRATEGY: Site based leadership team and grade level teams will collaborate with the CIA Task Force.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Spring/Fall 2019 Identify members of the District's CIA Task Force and Site-Based Instructional Team</p> <p>Participate in ongoing professional development.</p>	<p>Principal Teachers CIA Task Force Members</p>	<p>Identify Teacher Leaders and work with the CIA Task Force to establish clear goals and a workflow calendar based on the Scope of Work outlined above. (August/September 2019)</p> <p>Communicate goals and workflow calendar to all certificated staff in September 2019. Provide monthly updates at faculty meetings throughout the year.</p> <p>Align District's CIA Task Force goals and workflow calendar with Site-Based Instructional Team schedule, faculty meeting schedule, and grade level collaboration meeting schedule to ensure completion of goals. Monitor progress and update SSC and HSC monthly.</p> <p>Implement the Cycle of Inquiry in the ongoing refinement and administration of the district's benchmark assessments in mathematics and ELA.</p> <p>Attend District and site professional development. (Ongoing)</p> <p>Continue to provide time for collaboration. (Ongoing)</p> <p>Continue to use teacher leaders as facilitators for site professional development. (Ongoing)</p>	<p>District Funds Site Funds</p>

LEA GOAL #7: Using data to inform instruction, continue to build site-based formative and summative assessments**SCHOOL GOAL:** For the 2019-2020 school year, continue to use data to inform instruction using formative and summative assessments**LCAP Priority Areas:** Implementation of Common Core, Pupil Achievement, Pupil Engagement, Course Action**LGUSD Strategic Focus #2-TEACHING:** Create a Culture of Collaboration and Continuous Improvement**LGUSD Strategic Goal 2.1:** Engage in high-quality professional development and training for all**LGUSD Strategic Goal 2.3** Promote organizational learning innovation built on promising practices

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2018-2019 IB PYP Planners/Grade Level formative and summative assessments.	Assessments need continued analysis and refinement. (Ongoing)	2019-2020 IB PYP Planners
CIA Task Force 2019-20 Planned Scope of Work	The teams will collaborate to ensure that district benchmarks are calibrated, refined, and administered during the 2019-20 school year.	Collaboration between grade level teams, the Site-Based Instructional Team and the CIA Task Force Monitor student achievement and analyze the results of local and benchmark assessments.

STRATEGY: Use assessment data to monitor student understanding and to inform instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to refine and calibrate District benchmark assessments. (2019-2020)	CIA Task Force Members District/Site grade level teams	Collaborate at site grade level and district wide grade level teams to refine and develop pre-assessments, formative and summative assessments . (Ongoing)	District Funds Site Funds HSC Grants
Continue to review and refine formative and summative assessments in all IB PYP Planners for each grade level. (2019-2020)	Teachers Principal/PYP Coordinator	Continue to integrate district grade level benchmarks into IB PYP Units of Inquiry. (Ongoing)	
Conduct a K-5 "Kid by Kid"	Teachers	Continue to provide time for collaboration. (Ongoing) In cross grade level teams, identify K-5 assessments to	Site Funds

Data Analysis	Principal PYP Coordinator Math and Literacy Intervention Specialists	analyze on a “Kid by Kid” data wall. (September, January, May)	
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. District support for EL Students	8/19-6/20	Salaries Benefits, instructional materials	\$82,088	LCFF
2. Professional Development in the area of English Language Arts and Science (NGSS)	8/19-6/20	Consultants, Substitute teacher release time, Teacher Leaders	\$36,455	TITLE II
3. Assist Immigrant students to achieve grade level standards	8/19-6/20	Salaries of staff and instructional materials	\$11,391	Title III
4. ELA staff development and Science (NGSS)	8/19-6/20	Substitute Time	\$18,032	LCFF

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

English

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lauren Honda	X				
Jill Mayo			X		
Kristin Johnson		X			
Beth Stark				X	
Jessalyn Rizzi				X	
Numbers of members in each category	1	1	1	2	NA

³ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

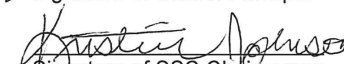
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - ☐ State Compensatory Education Advisory Committee _____ Signature
 - ☐ English Learner Advisory Committee _____ Signature
 - ☐ Special Education Advisory Committee _____ Signature
 - ☐ Gifted and Talented Education Advisory Committee _____ Signature
 - ☐ District/School Liaison Team for schools in Program Improvement _____ Signature
 - ☐ Compensatory Education Advisory Committee _____ Signature
 - ☐ Departmental Advisory Committee (secondary) _____ Signature
 - ☐ Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 28 May 2019.

Attested:

Lauren B. Honda
Typed name of School Principal

 28 May 2019
Signature of School Principal Date

Kristin Johnson

 May 28, 2019

Annual Evaluation: To be completed in 2018-19 School Year

Form F: Single Plan for Student Achievement Annual Evaluation

The top plan priorities for 2018-2019 were to increase student academic achievement in all areas, most importantly in the area of mathematics, and to increase students' sense of engagement and community, and to further develop students' environmental literacy.

Teachers analyzed grade level data from local and state assessments, created a "Kid by Kid" data wall in cross grade level groups, and identified target areas and teaching strategies for students performing both below and above grade level benchmarks. Teachers collaborated in grade level teams to analyze K-5 math vocabulary, the prior knowledge incoming students require at each grade level to ensure their success, and identified the vocabulary in the CAASPP assessment. They also participated in on site professional development with the Director of Curriculum on number and dot talks, and teachers collaborated regularly with grade level or cross grade level partners to implement several strategies and observed one another teaching mathematics. Resource binders were created for teachers containing MARS tasks, My Math Performance Tasks, Problems of the Month, and My Math Countdown to 20 tasks in an effort to provide a more balanced math program to students. A math intervention specialist began work this year to target specific skills with students performing below grade level, and further professional development for teachers is planned. A family math night was incorporated this past winter to increase engagement with mathematics, and the Math Olympiad program continued throughout the 2018-2019 school year. End of the year math benchmark results are inconsistent across grade levels with primary students out performing grades three through five.

The local Caring and Climate Survey results indicate that students overwhelmingly feel safe and cared for at school. Students identified that there are caring adults on campus, and that they feel accepted, would step up to help each other and know that their teachers care for them. In an effort to engage students more in the classroom, ongoing IB professional development for teachers is planned for 2019-2020. This year three teachers, the Director of Curriculum and the Principal participated in IB workshops in Seattle, Washington, and one teacher participated in an IB online workshop. Two IB parent education nights, one with an outside consultant, were held during 2018-2019. The Behavior Committee, comprised of teachers and Principal continues to meet to refine the "Lex Way," a positive behavior plan for the entire community, which aligns with the IB learner profile. The Multicultural Festival was held in September honoring and showcasing the cultural backgrounds of our students and their families.

Other areas that merit mention are that teachers continue to deepen their understanding of the Next Generation Science Standards (NGSS) and their integration into the IB units of inquiry. They participated in district professional development with Academy of Science experts, and going forward, teachers will pilot the CIA identified curricula for NGSS in 2019-2020, and how to integrate it into the grade level science units of inquiry. Students demonstrated their curiosity by participating in our second all school Science Fair in the spring.

LexEcology, a parent/student group whose mission is to inspire and empower students to engage with the natural world, is working with a group of teachers and the PYP coordinator to ensure that their work is integrated fully into the units of inquiry. Curriculum from UCSC Life Lab has been purchased to support NGSS, and the science-based units. Major work in the Lexington Life Lab was completed during this school year, including a California native species garden, a butterfly garden, vegetable harvests, and fruit tree plantings. This summer, the outdoor classroom will be constructed, with the addition of the greenhouse planned for Fall 2019. Each class has identified a garden parent who works with the teacher to facilitate life science lessons. Lexington is piloting the use of compostable plates and forks in the cafeteria as well. The Lexington Green Team presented to the LGUSD Board of Trustees, sharing all of their initiatives in an effort to sustain the earth, which are too many to name here.

Safety for our community is a priority, and we have begun collaboration with both the Sheriff's Office School Resource Officer and the Red Cross and are members of the district's Safety Committee. This summer, a new crosswalk will be installed for the safety of our community, and this fall we will create our own onsite safety committee, who will review and update our Emergency Plan. Students will participate in a bicycle rodeo, helmet and pedestrian safety seminars, and we plan to provide a second Parent Safety Education Seminar.

The Lexington Community continues to be one bound together by close relationships and common values and interests. Community events such as the Ice Cream Social, the Lexington School Play, Earth Week Activities, Family Movie Night, the Jog-a-thon Halloween Parade, Thanksgiving Celebration, Talent Show, Beautification Days, Science Fair, Math Night, Student-Led Conferences, The Lex Gala, and Fun Day are extremely engaging and well attended. Lexington is a highly valued part of the mountain community.